

Sections		Summary Evaluation	
1	Introduction	The 2017 outcomes were transformational compared to historic outcomes at the Academy. Headlines for basics in Maths/English and Progress 8 are now above national*. Leaders are ambitious and have demonstrated the capacity to improve standards. The predecessor school was in special measures and converted to an Academy under SPTA in September 2013. There are 646 pupils on roll. 37% of pupils are eligible for disadvantaged funding, 12% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and mathematics that are having a positive impact and are well supported by the trust (Delta).	
2	Areas for whole academy development	Improve progress and attainment for high attainers and improve progress in EBACC subjects (middle & high attainers). Particular focus History/Science & MFL HA girls. Prepare effective delivery of new GCSE specifications through high quality CPD and director support.	
		Ensure that feedback and assessment is consistently good using 'demonstrate' marking policy.	
		Ensure student safety by improving attendance to be at least 97% and ensure behaviour/attitudes to learning are consistently good.	
3	Progress in previous inspection key areas	Key Issue	Progress
		Overall achievement (esp.in mathematics) English continues to improve.	E/M Basics 4+/C+ have improved from 40% in 2016 to 68% in 2017. Maths 4+/C+ has improved from 42% in 2016 to 69% in 2017. Progress 8 is positive. Disadvantaged basics 13% in 2016 to 60% in 2017. 84% of students achieved 4+ in English and 65% 5+. Overall progress 8 is now +0.24 (+0.46 improvement). SEN outcomes are strong with P8 EHCP +1.27 and Support +0.49.
		Improvements in teaching and learning.	Inadequate teaching has been eradicated. The T&L profile continues to improve. This has been supported by introducing collaborative learning structures, improved BH and weekly CPD for all staff.
		Impact of middle Leaders and less experienced senior leaders.	Outstanding leadership in English and Maths has had a significant impact on outcomes (see basics above) work to maximise the impact of all levels of leadership on progress and outcomes is continuing. Leadership development has been strengthened through subject directors from the trust.
		Behaviour and expectations for attendance.	The new BH policy has had a significant impact on the Academy improving T&L, student attitudes and staff morale. We have raised the bar on attendance to 97%. Now above national figures at 95.2%
		Academy wide literacy and numeracy improvement.	There is a much sharper profile of literacy and numeracy improvement across the academy. Reading is used more widely in lessons and form time and numeracy challenges are supporting mathematics.
		Recruitment of high quality teachers and leaders.	Since the last inspection there have been a number of appointments that have strengthened the profile of leadership & teaching. A new Principal, VP, Senco and higher quality teachers in Maths and science.
4. Leadership and management	Strengths	1	Next steps
	Demonstrated capacity to drive significant change with 2017 improvements. An effective and driven team who are improving the Academy with relentless urgency. Remodeled SLT sharply focused on standards and progress.		<ul style="list-style-type: none"> • Ensure that the Academy effectively adapts to the national changes in Accountability and Assessment (new specs/9-1). • Continue to be ambitious for our students and raise the aspirations of students for their own learning and progress. • Continue further development of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders. • Continue to use a robust model of governance to support academy improvement and improve recruitment strategy.
	The leadership team has an accurate view of the academy's strengths and areas for improvement. In 2016/17 the improvements in Maths and for disadvantaged students have been transformational. DS basics in Maths improved by 47%.		
	Since the last inspection leadership is now distributed and all leaders drive forward Academy improvement and are actively involved in monitoring, reviewing and evaluating progress. Outstanding leaders in maths and English.		
5. Teaching learning and assessment	Strengths	2+	Next Steps
	The quality of teaching, learning and assessment has improved rapidly. The majority of teaching is highly effective. The improved profile of achievement across all measures indicates that teaching is having a significant impact upon learning and student outcomes within the academy. Recruitment has had a positive impact on teaching profile.		<ul style="list-style-type: none"> • To ensure an enhanced programme of internal professional development to accelerate the improvement in the profile of teaching from 'good' to 'outstanding' capitalising on best practice. • To effectively embed the academy wide approach to T&L pedagogy through the academy Collaborative Learning Structures approach. • To effectively embed and refine the high impact feedback through our 'Demonstrate Marking Policy'. • To use weekly CPD to drive improvement in T&L (QA impact).
	The introduction of collaborative learning, improved behaviour and regular CPD are having a significant impact on learning and achievement.		
	Students are informed about the progress they are making as part of the new academy policy on assessment and feedback. Standards are continually monitored and challenged through calendared work scrutiny. 96% of students feel that teaching is now having a positive impact on learning.		
6. Personal development, behaviour and welfare	Strengths	1	Next Steps
	Attendance and PA is above national 95.2% and PA is 10.4%. The Academy staff are relentless in their pursuit of improving attendance towards 97% target. The new BH policy has had a significant impact on improving student outcomes. The gaps against 'national other' for key cohorts are closing for DS students 0.6% increase.		<ul style="list-style-type: none"> • To continue to increase DS attendance with a higher focus on more-able DS students. Target for more-able PP; 97.5%. • To ensure attendance is consistently above national average, including the key cohorts. Whole school attendance target of 97%. • To continue to lower the numbers of PA students in the Academy. Target of 40 students (6.4%). • To ensure students fully understand the importance of safety inside and outside of the Academy • To reduce FTE further now that the BH policy is embedded.
	Student/Staff and Parent voice all strongly indicate that behaviour has improved significantly since the introduction of the new BH policy. Over 96% of students feel that SLT have set high expectations and challenge poor behaviour and the policy is having impact on low level disruption. 97% of staff say that the new policy is having an impact on BH and will have a longer term effect on achievement and progress.		
	FTE have reduced following high expectations of new BH policy.		
7. Outcomes	Strengths	2+	Next Steps
	Overall progress and attainment has improved. Basics have improved 40% to 68% in one year. English and maths attainment are now above national. Science improved by 25% A*-C and French Improved by 33%.		<ul style="list-style-type: none"> • Continue to support and challenge the most-able students to achieve national progress outcomes. • Ensure that progress improves in EBACC subjects for middle and high attainers. Prepare effectively for new specifications. • Sustain and improve outcomes in English/Maths and for DS students. • Further develop literacy and numeracy across all year groups and in all curriculum areas.
	The progress for disadvantaged students has significantly improved from 13% in 2016 to 60% in 2017. Students have a below national APS of 27.7 but have exceeded national expectations in English and maths. DS progress 2017 is +0.23 (-0.65 in 2016).		
	Our improved T&L is now having a positive impact on progress in all year groups. We are predicting a year on year improvement in progress and attainment and current Year 11 outcomes are predicted to be very strong and exceed national averages with Key stage 3 data from English and maths also showing strong progress being made.		
8.	Overall effectiveness	2+	Good to Outstanding

*Progress data based upon estimates from sisra 146,000 students.